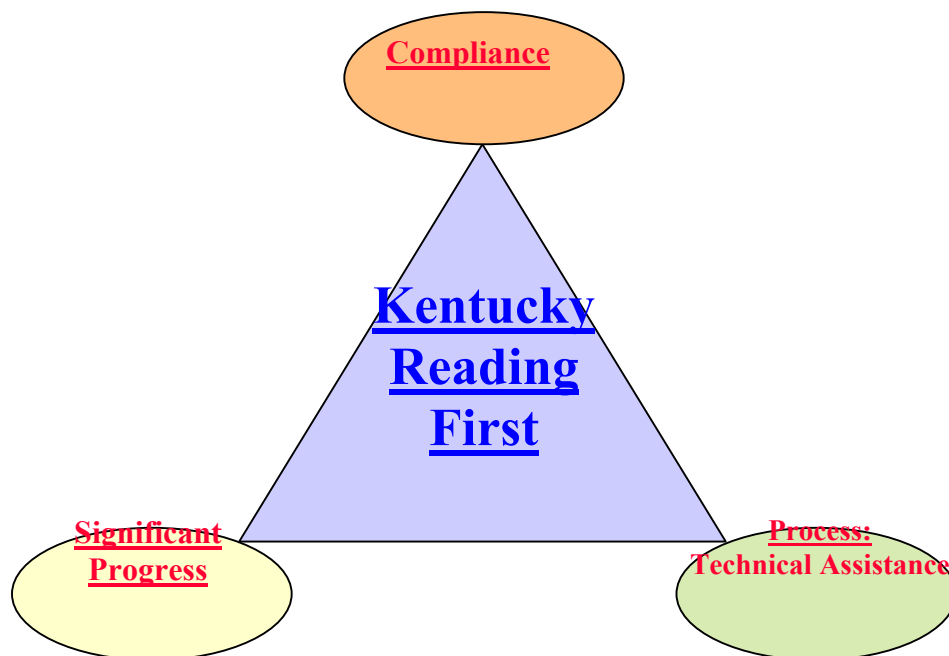


## Recommended State Technical Assistance and Monitoring Plan for Continuation/Discontinuation of Funding

### State Technical Assistance

The Reading First Staff has proposed a two-phase, state-level monitoring process to be used to determine whether sufficient levels of implementation have occurred to warrant continuation of grant funding at the district/school level. The Reading First staff has developed this process based on the technical assistance provided by the federal Reading First Office, technical assistance from the CRRFTAC, and information considered from other Reading First states.

**Phase One** includes three categories for making judgments in the monitoring/review process:



The **Compliance** category focuses on program implementation. Both components of the *Reading First Monitoring Tool* (Attachments C1 and C2) will be completed at the local level to provide evidence to determine a level of program implementation. The district portion of the tool has 10 indicators. Districts will identify supporting evidence and provide a rating for the indicator based on how well implementation for the indicator is occurring. The rating system will allow districts to identify themselves as making adequate progress, minimal progress, or little/no progress. The KDE Reading First staff recommend that district-level monitoring be completed by a team of individuals including the: district coach, two of the district's reading/literacy team members, and the state Reading First coach.

The School Monitoring Tool includes 21 indicators to rate overall implementation of the school level Reading First plan. The same rating system (adequate progress, minimal progress, or little/no progress) will be used for school level personnel to consider. The KDE Reading First staff recommends that school-level monitoring be completed by a team of individuals including

the: district coach, principal, school coach, and two of the school's reading/literacy team members. The state Reading First coach may be requested to participate in the review process.

All monitoring tools will be submitted to KDE on or before November 1st each year. Once the monitoring tools have been submitted, there will be an internal review to identify "red flag" districts. Districts that have an average of ratings at the minimal progress level will be identified as "red flag" districts and will receive intensive technical assistance for the winter and spring semesters of the school year. KDE will provide varied technical assistance including targeted assistance from the State Coach assigned to the district and school, monthly phone conference calls with the KDE Reading First staff and district/school leadership, and a possible site visit.

The **Significant Progress** category focuses on overall student achievement progress. Progress will be noted based on the district annual performance report and the data submitted from the required reading assessments used in Reading First buildings (GRADE and DIBELS). Student data results will not be a sole factor for determining continuation or discontinuation of funding, but will be considered a factor, as will the other categories in Phase One. The following graphic provides an explanation of how student data will be considered in the process for determining continuation/discontinuation:

GRADE assessment – Outcome measure

Using spring outcome data, **75%** of students, **at each level**, score at the **50th percentile** on GRADE.

**AND**

DIBELS assessment – Outcome measure

Using spring outcome data, students scoring in the intensive category decrease by **10%** overall, per level.

**OR**

There is an increase of **15%** of students, in classrooms, moving from the intensive category to strategic or benchmark category.

In addition, the Reading First Staff will collaborate with the Office of Assessment and Accountability to create a growth chart for each district and school. Each chart will be unique to the Reading First school and will chart out a path to proficiency for primary level students to ensure that all students are reading on level by the end of the primary program. This chart will be used similarly to the charts districts and schools receive currently, as a part of the state accountability system. However, this report will mark only the expected growth for funded sites using the GRADE and DIBELS assessments. The projected date for completion of this work is January 2006. At that time the reports will be shared with the districts and schools in order to provide clear expectations for growth in student reading achievement for the duration of Reading First.

The **Process: Technical Assistance** category represents the on-going technical assistance provided throughout the year. This category will consider qualitative evidence collected by the State Reading First Coaches, KDE site visits, and the reviews of the budget quarterly reports.

Based on the review of the evidence and material from the above three categories, districts and schools that are identified most in need will participate in a June coaching session. At that time, districts and schools that participate will need to develop a corrective action plan to be implemented in the upcoming school year. This plan will be developed in collaboration with the KDE Reading First staff and the CRRFTAC to ensure adequate actions are recommended to improve overall district/school implementation.

When and if the KDE Reading First office sees a blatant misuse of funds or significantly inappropriate implementation (i.e., non-compliance with Kentucky Reading First non-negotiable items), a recommendation for immediate discontinuation will occur. Otherwise, the process outlined in phase one will be implemented.

**Phase Two** of the monitoring process outlines the proposed consequences for a district or school that moves into consideration for discontinuation. Throughout the next school year, districts and schools who have been red flagged, and most in need will:

- Receive additional targeted assistance from the state Reading First coach assigned to their area (a portion of the state coach's time will be devoted to the district/school dependent on the severity of the issue),
- Participate in a monthly technical assistance conference call with the KDE Reading First staff, and
- Receive a monitoring visit from the KDE and the CRRFTAC consultant (this visit will only be considered for districts and schools most in need or those that reflect an immediate need for corrective action).

Reading First districts and schools will be informed of this process in August 2005. The KDE Reading First staff has already provided early technical assistance related to this issue during January 2005. Districts and schools were made aware that a process would be disseminated and implemented once it had been reviewed and final approved received from the Kentucky Board of Education. Upon the Board's direction, dissemination and technical assistance will be provided via WebEx (see Attachment C3) to the schools. State Reading First coaches will engage in follow-up on-site conversations with their assigned districts and schools. The process will also be made public on the KDE Reading First website and each school will receive a formal written notification of the process.